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ABSTRACT

This issue of "CAPS Capsule" discusses the basic conflicts in the current roles of women as they relate to the individual female's level of self esteem. Changes in counselor roles and techniques are suggested in order that counselors may respond more adequately to the evolving role of women in American society. (MP)

This is your last issue UNLESS...
(See page 20)

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CAPSULE

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The brightest and best girls get the message. Don't try for the really CHALLENGING work.

After all, a woman does not usually get a Ph.D. in biology, physics, or some other field to be a more entertaining companion or a more enlightened wife and mother.

If marriage were not the only or principle means for woman to acquire status, sex appeal would not be the dominate sales appeal for advertising copy.

♂+♀=♂ men are unsexed by failure, women seem to be unsexed by success.

WOMEN REMAIN DEPENDENT ON THE AFFECTIONATE RESPONSES OF THEIR LOVERS, HUSBANDS, AND CHILDREN FOR GOOD FEELINGS ABOUT THE SELF. ♥

How many professionals are women?

1930 - 1/2

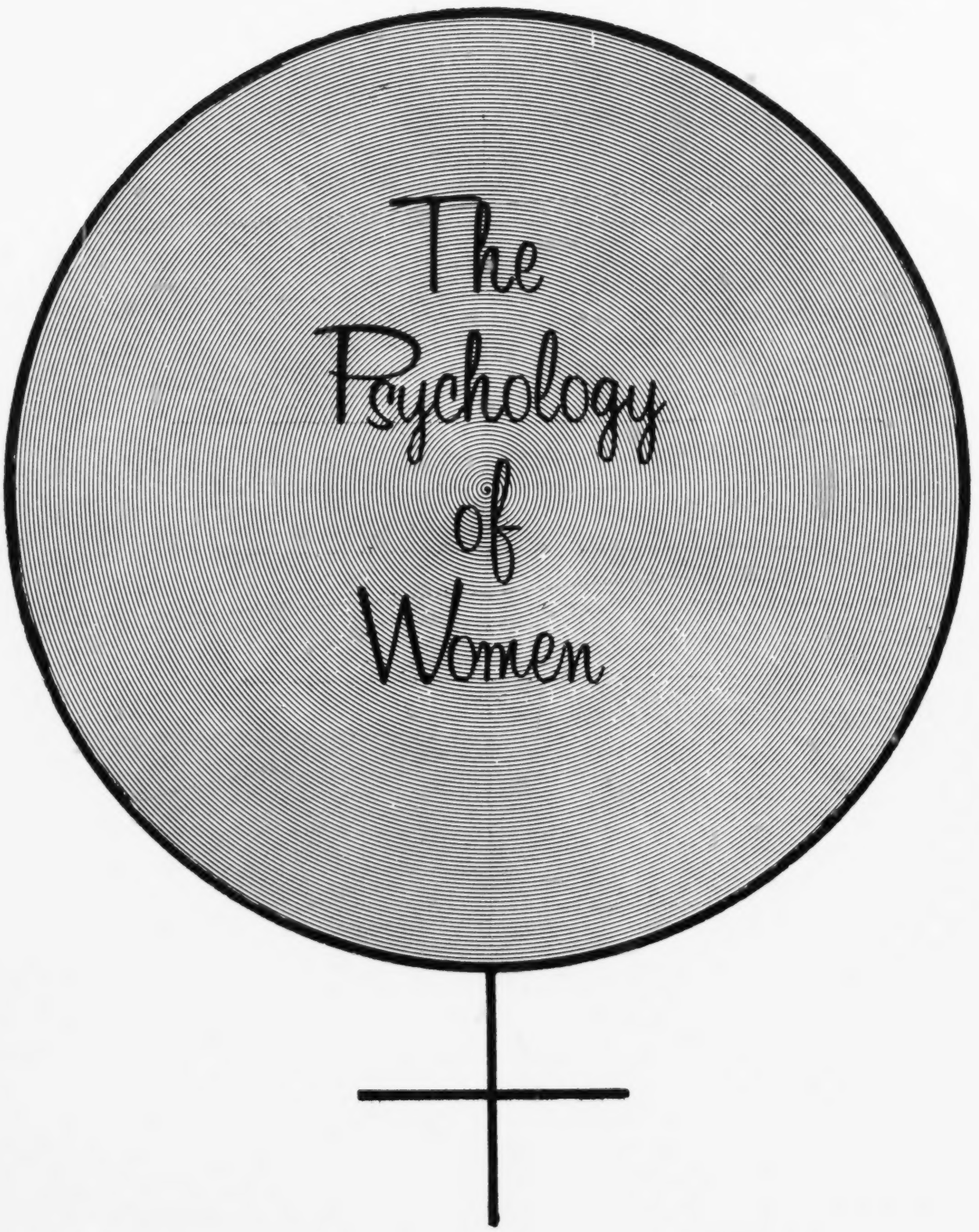
1970 - 1/3

9 out of 10 women now in school will be employed in the future.

A generation of over-mothered children has convinced many family advisors that too much maternalism is not only destructive to the mother but annihilating to the children.

Activities performed by women are evaluated less highly because they are performed by women.

I don't understand what women want.
Freud



An Interview with Judith Bardwick

Much that a woman is told about the traditional role is a lie, and it is a lie for the cruelest reason, all of the highest rewards are held out for achievement of the kinds which have been traditionally associated with males.

The following interview was conducted by CAPS Staff with Dr. Judith Bardwick, who is increasingly called upon as an authority on the psychology of women. Her recent book, The Psychology of Women, is evidence of her special expertise. Her publication credits also include coauthorship of Feminine Personality and Conflict (see bibliography).

Dr. Bardwick is currently an Assistant Professor in Psychology at The University of Michigan, where she teaches an extremely popular graduate course on the psychology of women. Her academic credits include a B.A. from Purdue, an M.A. from Cornell, and a Ph.D from the University of Michigan in 1964.

She has been married for sixteen years and has three children—an experience that she finds germane to her credentials since it lets other people know that she has more than an abstract idea of the concepts involved in both the traditional and professional roles of women.

Dr. Bardwick, you have stated that society is not particularly supportive of the adult female role. Would you describe briefly what you mean by that and what changes you feel are necessary in order for society to be more supportive?

It is easier to be diagnostic than to tell what one ought to do. I think that for middle class girls—especially those who are encouraged to get a decent education (statistically speaking, that is at least one year of college, for that year discriminates between those women who do and do not go back to work after marriage)—a double message is held out all through childhood and adolescence. On the one hand, girls are rewarded for doing well in school. School achievement is conceived of as independent achievement as well as preparation for working. School occupies an enormous part of the child's life space and requires skills quite different from those of simply being good at home. Girls, like everyone else, are rewarded for this kind of achieving. Simultaneously, a fantasized, glorified concept of the traditional role is held out to girls. This concept has the quality of a fairy tale. As in Sleeping Beauty, a prince shall come and awaken the girl with a kiss; they will get married and live happily ever after. After the girl has marched down the aisle in some sort of fairy tale costume (I think it is not irrelevant that the bridal outfit is really rather fairy-like), she learns that the reality of marriage and the traditional role does not much resemble the fairy tale existence she was taught to expect.

Part of the reason the traditional role is unfair, as it is presently construed, is that it is no longer very demanding and, therefore, not very satisfying for achievement oriented people who have a need to perceive themselves as somewhat independent and productive. In addition, the traditional role has evolved as a primarily maternal role and it is inevitable that children grow up and the mother who was only involved with her kids becomes no one. I happen to believe that it is destructive for one to have to live one's life through someone else—destructive for all parties concerned. It renders the mother possessive of her children in destructive ways and also means that she must put all her eggs in one basket. When the kids leave, she looses her primary identity.

To get quite concrete, the feminine role presented in the media is unrealistic. The negative aspects of the role are minimized except in humor and that humor is very telling and bitter. The maternal role is presented as bowers of roses with some angelic looking children who, of course, never get sick or make messes or, in any way, aggravate the parent. The media sort of jump from childhood to the maternal paranoia of adolescence where the mother looks at every kid every night to see if one is popping dope of some kind. Meanwhile, the mother is also maintaining a home that is extraordinarily clean and satisfactory.

Perfectionist standards for maintaining a home are inevitably part of the socialization of American women. I suppose my own experience is telling. I live in an enormous house and I simply decided that I was not solely responsible for the care of it; that means that everyone who lives there is responsible. It is staggering to realize how with once-a-week cleaning we really do not have to clean other times. If a woman gets tied to the glory of the floor of her house, she is inevitably on a bad trip because people are going to walk on that floor. Women are told that housekeeping is wonderful, the route of fulfillment; indeed, it is possible to make a profession out of it, but I certainly do not think it is necessary. It must be bad because of the frustration involved—there is no total victory over the battle against dirt and clutter.

If women do not participate in non-traditional roles, all members of a family will undergo new stresses because tasks have to be done and there are no norms for sharing feminine tasks.

I really don't think that people of either sex are really fulfilled in any maximal way until they establish a long-term commitment to someone else. I think that kids are probably a necessary part of this for the overwhelming majority of people, but the irrelevance, futility, repetitiveness, and goallessness of some of the day to day activities presently associated with the roles of wife and mother are not recognized. Every day is supposed to be Happy Mother's Day. What is perceived as truly negative is to be neither a wife nor a mother; to not be a wife and not be a mother is a terrible and frigid state.

○

Much that a woman is told about the traditional role is a lie, and it is a lie for the cruelest reason: all of the highest rewards are held out for achievement of the kinds which have been traditionally associated with males. The movers of society, the innovators, and the creators are the ones who are really esteemed. All the rest is lip service. Thus, what is held out to the woman as most critical to her identity and esteem is the traditional role, a role which she must master to receive the minimum rewards and approval of society. Simultaneously mastering the traditional role makes the probability of professional achieving rather small.

The fact is that if one does master the traditional role the accomplishment is not regarded very highly. The role is only significant in the negative. If the woman doesn't make it in the traditional role she is an automatic failure. The ambivalence inherent in the role is just not recognized, so everybody lives this kind of polite lie with all this irrational anger which is not really irrational at all. The lie is simply not acknowledged.

I think that one of the functions of a psychologist like me is to help people understand the development of women's motivation. Without all the passion of the Liberation Movement, I try to explain how women get into the binds they do. The Movement turns some people on, of course, but many people are turned off and don't listen. The function of my book, aside from the fact that it is good for classes, is that it explains the logic of the motivational development whereby girls are reared bisexually and then socialized at a critical time to adopt the traditional role, the consequences of which are essentially not recognized. It would be a very healthy thing if the ambivalence in the role were acknowledged. It is not altogether funsville to raise children at any time. It is just a huge responsibility. My children are very satisfying, very endearing, and I think, very special; but they are also a drag. Women must acknowledge the fact that adopting the traditional role means a cost in participation in the non-traditional roles: If women do not participate in non-traditional roles, all members of a family will undergo new stresses because tasks have to be done and there are no norms for sharing feminine tasks.

The fact is that we have become a child-centered culture in the negative sense. Children have become the world about which the mother's life centers; she does for them, while they are relatively free of any responsibility. Children receive but they do not contribute. Actually, soon as the mother says she will not do **x, y,** or **z;** she will receive a great deal of negativism because she is not maximizing her children's lives. When the children's welfare becomes a maternal preoccupation, then the things not done can be unimportant. But the reaction is exaggerated and everything is assumed to be enormously important. The exaggerated maternal role means that when a woman does something for herself, it's labeled "selfish"—depriving her family of something. Realistically it's probably healthier for all concerned. We always talk about big things like role and responsibilities, but life always comes down to nitty gritty little things. It is who does the laundry and who makes the lunch that goes into the sandwich bag and who runs the vacuum cleaner and how many times a week is one willing to chauffeur a kid where.

I think it is time that we recognize that 41.3 percent of American women are working. The more eduation a woman has, the more likely it is that she will work, especially when her children are in school. Working women are a reality, but a non-revolutionary one in that each woman functions in the situation as though she were unique and special. There are no clear norms for working women. No one knows any longer who owes what to whom. Now the Movement has made the problems all frightfully visible and change will occur. I hope we will become less pathologically child-centered; however, I should like to add that salvation doesn't necessarily come from working in the marketplace.

Are you suggesting a combination role?

My life has been a combination, but a combination is not the only model. Finding models really comes down not so much to what you read but to who you know. I had a friend, for example, who kept saying she was going to do something, but she didn't. Finally after her kids started high school, she started painting. She was very amateurish, very bad, but she persisted in her very amateurish lady-like way. I've been watching her painting for years, and a couple of months ago she took first prize in an art show. Over the years her paintings have lost much of the amateurish quality; they have changed remarkably. I don't know if her paintings will ever be of saleable quality, but payment is irrelevant except in so far as it is important to her. What is important is that she finds gratification—whatever that takes.

I don't know that my work is any more creative than hers. The one difference is that I am an acknowledged professional. My peers say I am a professional and I get paid. I don't know, however, that that is the whole game. In some ways, I don't need the recognition as I did when I was younger.

How do you account for your changed attitude?

My self-esteem as a psychologist is clearer. The vulnerability comes before peer acceptance. I don't know about you, but I always knew I was going to flunk. When I started college, I knew I would flunk. I graduated first or second in my class. Then I went to Cornell for a Master's degree, and I knew I would flunk. I came here for my Ph.D., and I knew I would fail prelims. In fact, I was always a super good student, but I had an excuse for every success. I was even nervous after the degree. I started to publish: "Here I am world—take pot shots." Right around age thirty people come to the realization that they just might be competent and stop making excuses for their successes.

It isn't that I think I am wonderful nor that I confuse myself with Freud. I don't really think that I am a prime mover. The world of psychology would probably have managed if I hadn't come into it, but I feel a level of competence which is comfortable, and that means that I don't need constant assurance.

I have chosen a rather traditional achievement route, but I know people who have become sort of professional volunteer organizers and, in fact, effect extraordinary change in their communities. Some people look down on such organizations as being filled with ladies who sip sherry and drink tea at five o'clock, but such organizations can also be a route for people who are enormously committed and who prefer that route. I think that there are all kinds of alternative styles of life—many of which we haven't thought about. Most of us have been socialized in the achieving model. Women's liberation seems to regard that as the only model. They really just seem to want to join that game and get a piece of the action. I don't think that the achievement model is the whole ball park.

The revolution among men, which is my current interest, demonstrates just that. There is an extraordinary wide-spread dissatisfaction among men who have achieved the original goal which they set for themselves. Once having achieved their goals, they look around and say, "This is a big rat race," or whatever it is. They say, "I'm making money, so what is money?" or "I have achieved fame and that doesn't turn me on any more." I don't know how many men suffer from this dissatisfaction, but I suspect it is a big percentage, and it has something to do with affluence.

For a long time earning a living and coping was sufficient. A man knew he was a good man because he earned a living and he coped. Society has defined achievement as the traditional masculine work route, but going from one television to two television sets is not enough to make a man feel good about himself. Self-esteem isn't always achieved through the traditional route, and when it isn't achieved, frankly it becomes a real problem.

Women read all the fine things about the traditional role and come to regard achieving within the traditional role as sufficient. On the short term this works out, but it doesn't hold up. As women accomplish the traditional goals they are

liberated to recognize the needs which they had not yet gratified, and it is possible for these women, who did achieve identity and self-esteem through non-work routes to pursue new goals. If a woman is achievement oriented, she will have to achieve through some criterion that is within herself, though her route may not be one visibly held out by society. She may, like my friend, choose to paint or she may choose voluntary activity, which is not really in the mainstream of culture or regarded traditionally as an important thing to do.

She may decide that she wants to go back to school as sort of a dilettante. She says to herself, "I am in the mood to take some anthropology and English literature. There is just a whole list of things I have gotten curious about in the last five years or so, and I would like to hear what somebody who knows about them has to say." I know people who have done that sort of thing for large parts of their lives, but that is a very indulgent kind of life style. These people do not return anything. Learning for its own sake, of course, assumes that somebody supports those who learn.

I can't tell people how to live. I suppose that is one of the reasons I'm not a clinician. I think that alternative life styles evolve when people perceive them as estimable. It is only because such styles are perceived as outside of the mainstreams of activity that they are called second rate and that seldom renders them as sources of esteem.

This is especially true of the traditional route for women. I believe very strongly that society perceives women's contributions, women's life styles, goals, capacities, personality characteristics, and where they spend their time as second rate. If one really looks at Women's Liberation, one finds that they too regard these as second rate. This perception of the self is a most corrosively destructive kind. I feel very strongly about that.

You have indicated in your classes that many of the members of the more radical women's groups are naive and unrealistic—that they do not really like themselves.

I am saying much more than that. I am saying that Women's Liberation is important. It vocalizes, it verbalizes, it makes clear what is around but is not necessarily recognized by large numbers of women. What is feminine is second rate. The socialization norms say that we must measure everything in terms of male criteria and male personality qualities: control, aggression, independence, innovativeness, creativity, productivity, and so forth.

If you are talking about the ladies who belong to NOW, PROBE, SCOPE and so on you are talking about very stable, sane, reality-oriented, and legally directed groups of people. If you are talking about the radicals, you are talking about people who are very angry, who are sometimes outside of psychological reality. Such women have a level of hostility against society and I think against men and specifically against sex of a degree not shared by the majority of women—but a certain amount of ambivalence is a characteristic of the total population.

Many of the more radical women's groups maintain that they wish to be treated exactly as males are treated.

I think that is too bad. There are times when I work, when I lecture, or when I do research that I feel anger if somebody intrudes sex. My sex is irrelevant then. I really understand why some women publish with initials instead of first names. I don't want my sex to influence the perceptions of the quality of what I do, or to be an apologia, or to be a source of aggression. Outside of this department, I sometimes find a lot of skepticism and a lot of surprise because I am not passive and I am clearly verbal. I could do without that and I could do without the assumption that able women are always super aggressive and inevitably castrating. On the other hand, being an atypical woman, being a professional is really kind of fun. Upsetting expectations and the interaction on the personal level I really enjoy. When there are large numbers of women working professionally, I won't be so atypical anymore.

On a more serious note, to be treated equally means equal commitment and, in general, women have not been equally committed. Either women are extraordinarily committed, fantastically able, unbelievably hard workers and, therefore, really atypical, or women are simply not so committed. Women usually have dual commitments and I think that this must be recognized. I am really a pig — I want to have it all. I want to work and I want to be home by three-thirty. What employers are likely to get are three-quarter time dedicated workers.

Can such partial commitment work out for women?

I don't know. The line between being angry and not being angry is very small. I realize now that there were a lot of times in the past when it would have been possible for me to be extraordinarily angry, but my perception of the situations rarely led to that. When I came here I was seven-and-a-half months pregnant and I came because my

The socialization norm say that we must measure everything in terms of male criteria and male personality qualities: control, aggression, independence, innovativeness, creativity, productivity...

husband wanted to go to graduate school. I said I wanted to go to school too. The head of the graduate committee said, "Hmmm, you seem to be a bit pregnant,"—which wasn't true; I was a lot pregnant. Despite his observation, I was taken on as a special student. The next semester, when I decided I wanted to be a regular student, the new head of the graduate committee was hostile. He asked me what I would do if I got pregnant again, and I told him I would have a baby just as I had all the other times. His question made me angry, but not as angry as I could have been if I had been more involved with the idea of getting a degree than I was at that time. I recognized the legitimacy of his question: "What is this lady with little babies doing running around taking up the space of a graduate student?" I didn't, however, care what he thought. When my children were very young, I spent several years as a lecturer teaching introductory courses, half-time, ill paid, and very happy. The work did not take much time or preparation. I sort of stuck my nose in and I saw people I liked. That was all I wanted to do then. I viewed myself as a professional — that was a holding action on my part. I looked around and saw that lecturers, such as I, were never going anywhere. I was on a dead end street. People were shocked when they found out that I wanted to be taken seriously after all, and I realized that suddenly my perception was askew from theirs. I wasn't angry. I really think that their perceptions were accurate. A professional is not someone who teaches two introductory classes. A professional is someone who does research, publishes, generates, innovates, and takes on enormously different responsibilities. When I was ready, the department changed my status. It has, in effect, been terribly good to me.

My commitment has grown as I wanted it to, and as I have wanted to change the department has been supportive. My experience has not necessarily been typical — I was lucky. A lot of people have experienced very real discrimination. I have seen only a little bit of it, but when I see it I get very angry. I do not put down those women who are angry about such discrimination.

Dr. Bardwick, you state in Feminine Personality and Conflct that "Studies of the menstrual cycle reveal an extraordinary affect change in normal girls that correlates with menstrual cycle phase. That is, at different cycle phases the personality is actually in conflict with itself. I am suggesting that there are regular and predictable changes in the personality of sexually mature women that correlate with changes in the menstrual cycle. These personality changes are extreme, they occur in spite of individual personality differences, and they are the result of the endocrine or other physical changes that occur during the cycle. The content of the change will be a function of the personality and real world of the individual, but the direction of the change will be a function of the physical state." Do these bodily changes limit the potential of women?

I don't like the one sentence. I should have made it clear that a change can be statistically extreme, but that does not necessarily mean that such a change is extreme for the person.

To answer your question. I do not think so. Let me put it to you another way, just slightly competitively. There are now studies which correlate the testosterone levels in men with aggressive behavior. No one knows yet whether testosterone is cyclic in production, but the idea of correlating affect and psychological change with endocrine state is not new. It can be done with any endocrine. Dependence upon physiological state is not unique to women; it is simply part of the human condition. Someday we will have a clear picture of the physical contributions to psychological state. For the present time, I think all I can say is that if you are a woman and if you are premenstrual, you ought to know it. Premenstrually women have increasing levels of anxiety and

hostility and probably lowered levels of self-esteem. A woman should recognize that during these few days the source of her anger or depression may be more related to episodic changes than to a reality conflict. Severe changes can be alleviated by some endocrine therapy. The severity of one's premenstrual changes is probably connected to one's particular endocrine system for the range of variability seems to be independent of one's personality. To jump from the fact that there is an affect cycle to incompetence in work seems to be exaggerated.

Yet, the argument is frequently used. Premenstrual women are involved in more auto accidents, more household accidents, are more likely to attempt suicide, and so forth. Could, for example, such affect change keep a woman from being a commercial jet pilot?

I'm saying that if a woman were a jet pilot, research ought to be done to see whether ability to cope with extreme responsibility and tension might be endangered at the particular time. If that were so, then she would be taken off flying status for that couple of days. I don't think a federal case needs to be made about the problem. It may simply be that women, like others who are under pressure or upset, may want to cool it when possible, to put off decision-making a couple of days. To use the famous example from Berman, "There are not that many Bays of Pigs."

You have indicated in your lectures and books that women fail to develop their potential abilities because of their vulnerable sense of self-esteem. Can you think of any ways in which the educational system could be more responsive to helping women with this problem?

Part of the whole problem starts with the girls themselves. The majority of girls tend toward less impulsivity, activity, and overt muscular aggression. This natural proclivity makes them less likely to anger and threaten their parents and other responsible people by dint of their activities or by dint of their potential destructiveness to themselves—like running away or abusing other kids. The lack of threats presented bv girls allows them to continue childish forms of dependency. What happens is, simply, that girls are less likely to push parents away or threaten parents in such a way that the parents reciprocate with enough threat for the child to develop her own identity, her own sense of self-esteem. Do not misinterpret what I mean by threat. There must be a stable kind of affection underlying the interaction, because if a parent threatens a child without assumed affection, he will have a very sick, withdrawn kid on his hands. Normally speaking, what I think happens is that boys' behavior is such that it threatens the parents and the parents reciprocate the threat. Up until the age of twelve, boys are really very busy coping with these threats by developing their own sense of self-esteem, their own concepts of independence, and their own concepts of goodness.

This whole process is aided by the concept of "bad boy" (there is no such expression as "bad girl") which is reinforced by society. School teachers simply assume that boys will be bad and so they have a tremendous response ready whenever a boy is. Because boys are as a group more motorically active, they are more likely to engage in behavior defined by schools as bad; and they are likely to experience threat. Ultimately, in school too, the boy judges his behavior and his work according to his own criteria. He is concerned, for instance, about whether the object works, if it goes—not whether someone thinks it is pretty.

The literature on achieving girls indicates that their mothers have been hostile and competitive. I suspect that such is not really the case. Because the mother is not always supportive, not always loving, does not necessarily mean that she is the opposite. The mother's behavior is not necessarily negative; it is probably more like the maternal behavior usually associated with boys. I mean that the mother is not always loving, not always supporting. She probably doesn't continuously enjoy the prolonged dependency of the girl, so the mother pushes the girl to develop her own kinds of esteem and identity by not rewarding her all the time. The girl must find some way to value her accomplishments other than just mother's approval. The same dynamics would operate in school.

I look at my own children—all equally bright—and see critically important differences in their behavior and attitudes. The girls are terrific in things like spelling, math, writing, composition, memorization, and retention. They are so well-behaved it is not to be believed. (A little of this should come home, and I would enjoy it.) They are uncritical of school in general, and of most of the teachers and courses in particular. (This situation displeases me because I am displeased with their education and I think the girls should be more critical.) They get straight A's, however, and they do not want to rock the boat. They have adopted the criteria of the school: they enjoy the

reward of getting high grades and the acceptance of their peers and of their teachers who tend to be, in general, conformists, middle-class women who would not be very rewarding of deviant behavior. I look at my son. He spells like an idiot, but is also, in general, a good student; however, he has in his head this enomous set of reservations about specific procedures in the schools. He can list ways the teacher could make the subjects more interesting to him. He has his own independent ideas of what is valuable.

I should very much like to see many more men in the school systems, although I do not know how deviant the men who opt for this profession really are. I think the system needs people who can be happy with non-conformity and can tolerate non-certainty. These people have the difficult task of learning to reward creative or innovative deviance in kids. So the teacher must sometimes tolerate being rejected as an authority. Conformity should not be so positive a thing—bright kids should be rejected for just repeating what they read. My kids get A's for repeating what a text book said, and that is awful. I think one should deliberately not reinforce conforming behavior and that would be very threatening and very good for girls because it would make them find new ways of achieving esteem.

You feel then that the most helpful thing one can do for women is to help them find more independent sources of self-esteem?

In my personal judgement, I think it is a bad thing for people to be enormously dependent on other people for their sense of esteem and identity. It is important that both partners in a relationship have enough dependency needs to really relate, to be open, to need the other person, but there must be independence as well. Enormously independent people, outrageously independent people are people who don't need other people and clinically speaking, they tend to be quite sick. We are talking relative quantities. In marital relationships, for example, there should be an evolution of trust and mutual growth which comes, in part, from the need for the other person and from the acknowledgement of one's own vulnerability not just to the other person but to life in general.

In my own experience I have found that special relationship very nice, but simultaneously that dependency does not generalize to the world at large. I don't come to work looking to be loved. I don't have to relate to my students like their mother. I am a mother. If you like me that is really very nice, but that's not the most important thing at work. If you don't like me, just please do not become too hostile for that makes me uncomfortable.

We are rearing women whose dependency is such that it engulfs other people and that is obviously not very comfortable for the lady and just a little bit sick for everybody else. The lady becomes the sum total of who she bounces against and who will pop up like a jack-in-the-box and say, "I love you, I love you." The danger is that such dependency can eat up the family, kids, friends, or whomever. Women cannot live through other people, but their training for this starts very early. The goal is never achieved and the attempt is never ended. Simultaneously the woman never knows who she is. When women seek a healthy independence, this inevitably involves crises and threats to esteem and questions of identity and role. ●

Are Women Counselors Discriminated Against by School Administrators?

Yes, but subtlely. However, more than half said they were aware of their discrimination!

Robert H. Jones, in his doctoral dissertation at the University of Oregon, studied sex prejudice as it affects the hiring of counselors. He examined "the process of making prejudicial judgments by investigating whether women counselors are perceived as inferior to men by school administrators." He was also interested in finding out if prejudice occurs, at what joint in the judgment process does it occur.

He summarizes his findings as follows:

> The conclusions were that prejudice occurs, but not in the early evaluative stage of the decision making process. Surprisingly, it comes late in the final stage. These findings demonstrate the irrationality of prejudice. Individuals may evaluate and recommend women as highly as men, but when confronted with the actual task of hiring, males will be chosen over females. Additionally, more than half the judges were aware of this prejudice. In light of the differences between the on- and off-campus groups, it appears administrators, while in the "liberal" campus environment, react more democratically toward women; but when they return home, react in a prejudicial manner.

Jones, Robert Harrison. SEX PREJUDICE: EFFECTS ON THE INFERENTIAL PROCESS OF JUDGING HIREABILITY. University of Oregon, 1980. Available from University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (MF-$4.00 XEROGRAPHY-$8.00, 118P. Order No. 79-15,344)

How Are Career-Oriented Women Different?

What part do a woman's background, values, and behavior play in her choice of a career? How do these factors influence her choice of a career that may be considered atypical for women?

Three recent documents have come to our attention which discuss women who make unconvential career choices. All three investigators chose a common base: they used college girls as the population from which the data were gathered, and they defined "unconventional career choice" in a similar way—the choice of an occupation which is now dominated by men. Each study made a comparison of college women who chose conventional career goals with those who chose unconventional career goals.

Here is a synthesis of the characteristics of women who make unconventional career choices, as reported by three authors:

DIFFERENCES IN BACKGROUND

1. The woman who chooses unconventional career goals is more likely to have a working mother than the woman who chooses traditional career goals. The exposure to a working mother causes the daughter to develop more liberal views of the feminine role.
2. Women making unconventional career choices are more likely to have been influenced by teachers, professors, and people in the occupation chosen than those women who make traditional choices. Traditional women more often name peers or family members as significant influences.
3. College women who choose unconventional career goals are more likely to have dated less frequently in high school than the traditional group, and to have enjoyed studying, reading, and solo activities more. However, by the time these unconventional girls reach college they report as many romantic relationships with the opposite sex, and significantly more non-romantic male relationships.
4. Unconventional women have more work experience than conventional women.
5. Career oriented women are more likely to have professional parents, to come from a family with high socioeconomic status, and to come from a metropolitan environment.
6. Career oriented women are more likely to have experience with out-of-phase factors like late physical maturity, not belonging to cliques in high school, residential mobility, etc.
7. Women with unconventional career goals are more likely to be receiving social support for their aspirations—often in the form of a sympathetic graduate assistant.

DIFFERENCES IN VALUES

1. Women with unconventional career choices are more likely to be concerned with things rather than people. Those who are more traditional express greater need to react with people and to be intimate.
2. In general, values of women who make unconventional career choices resemble the values of males more than those of traditional females.
3. The unconventional women are more concerned with personal autonomy and intrinsic motivation than the traditional women.
4. The unconventional women tend to have values which are more secular than those of conventional women.

DIFFERENCES IN BEHAVIOR

1. The more masculine the career field chosen and the higher the degree sought, the less likely are those women who choose unconventional careers to report enjoying domestic activities and child care.
2. The women making unconventional career choices are more likely to enjoy sex for itself rather than as a prelude to marriage and are, in general, less romantic and family forming.
3. Women with unconventional career choices are more likely to generalize from their own generally high level of expectations for self to high expections for a future husband, but less likely to displace their own achievement concerns onto a future husband.

Almquist and Angrist suggest that women who make unconventional career choices do so more as the result of enriching experiences which lead to a broader conception of the female role than as the result of any basic rejection of the traditional role.

Almquist, Elizabeth M., and Angrist, Shirley S. CAREER SALIENCE AND ATYPCALITY OF OCCUPATIONAL CHOICE AMONG COLLEGE WOMEN. Journal of Marriage and the Family, 1970, 32(2) pp242-248.

Tangri, Florence S. ROLE-INNOVATION IN OCCUPATIONAL CHOICE AMONG COLLEGE WOMEN. Michigan University, 1969. Available from University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (MF-$3.45 XEROGRAPHY-$12.15, 266P. Order No. 70-4207)

Walshok, Mary L. THE SOCIAL CORRELATED AND SEXUAL CONSEQUENCES OF VARIATIONS IN GENDER ROLE ORIENTATION: A NATIONAL STUDY OF COLLEGE STUDENTS. Indiana University, 1969. Available from University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (MF-$3.65 XEROGRAPHY-$12.85, 281P. Order No. 70-7515)

Counseling Women

by Marlene Pringle

Portrait of the Artist as a Prematurely Old Man

It is common knowledge to every schoolboy and even every Bachelor of Arts,
That all sin is divided into two parts.
One kind of sin is called a sin of commission, and that is very important,
And it is what you are doing when you are doing something you ortant,
And the other kind of sin is just the opposite and is called a sin of
omission and is equally bad in the eyes of all right-thinking
people, from Billy Sunday to Buddha,
And it consists of not having done something you shuddha.
I might as well give you my opinion of these two kinds of sin as
long as, in a way, against each other we are pitting them.
And that is, don't bother your head about sins of commission because however sinful,
they must at least be fun or else you wouldn't be committing them.
It is the sin of omission, the second kind of sin,
That lays eggs under your skin.
The way you get really painfully bitten
Is by the insurance you haven't taken out and the checks you haven't added up the stubs
of and the appointments you haven't kept and the bills you haven't paid and the letters
you haven't written.
Also, about sins of ommission there is one particularly painful lack of beauty,
Namely, it isn't as though it had been a riotous red-letter day or
night every time you neglected to do your duty;
You didn't get a wicked forbidden thrill
Every time you let a policy lapse or forgot to pay a bill;
You didn't slap the lads in the tavern on the back and loudly cry Whee,
Let's all fail to write just one more letter before we go home, and
this round of unwritten letters is on me.
No, you never get any fun
Out of the things you haven't done,
But they are the things that I do not like to be amid,
Because the suitable things you didn't do give you a lot more trouble than the unsuitable
things you did.
The moral is that it is probably better not to sin at all, but if some kind of sin you must
be pursuing,
Well, remember to do it by doing rather than by not doing.

. . . . . *Ogden Nash* *

Counselors, like almost every other professional group, have been accused of contributing to society's subjugation of American females. This accusation is primarily supported by the personal testimonies of many women who describe how their high school or college counselors in various subtle and not-so-subtle ways actively discourage the female's full personal and professional development. Such personal accounts of bias against females by counselors are not limited to the radical journals of the Women's Liberation Movement; even more popular and conservative writers such as Caroline Bird are critical of school counselors. In **Born Female,** she describes how counselors presently encourage girls to consider only those occupations which are compatible with having a family and which can be adjusted to the mobility needs of the male. The girl is constantly encouraged to see her vocational

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* **Verses from 1929 On,** p.16, Little, Brown & Co., 1959.
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skills as less important than those of the male. Caroline Bird suggests that after vocational counseling "the brightest and best girls get the message: don't try for the really challenging work."

In the past year research has been conducted which supports some of the accusations against counselors. Nancy K. Schlossberg and John J. Pietrofesa at Wayne State University observed interviews between a coached female client and counselor trainees in the counseling practicum. They found that both male and female counselor trainees displayed bias against female counselees entering a so-called masculine occupation. Using a different technique, Nancy Friedersdorf investigated the attitudes of secondary school counselors in Indiana. She had the counselors roleplay the part of either a college-bound high school girl or a noncollege-bound high school girl. She too found that both male and female counselors have relatively distinctive attitudes toward which levels and types of occupations are realistic and appropriate for both college-and non-college-bound girls. The evidence from the research is not overwhelming, but it does tend to support the kinds of accusations which have been made.

Broverman, Broverman, Clarkson, Rosenkrantz and Vogel investigated clinicians' views of mental health and mentally healthy males and healthy females. They found that clinicians hold different concepts of mental health for men and women and that these concepts tended to support the sex-role stereotypes prevalent in our society. For example, they found that "clinicians are more likely to suggest that healthy women differ from healthy men by being more submissive, less independent, less adventurous, more easily influenced, less aggressive, less competitive, more excitable in minor crises, having their feelings more easily hurt, being more emotional, more conceited about their appearance, less objective, and disliking math and science." This description of women is hardly flattering. When these same clinician's were asked to describe a mentally healthy adult, sex unspecified, the profile of the healthy adult looked like the male profile. Given the clinician's view of women, such a finding is easy to understand.

Furthermore, the research also indicates that counseling is less effective with females. A recent study reported in AERA's **Educational Researcher** points out the present ineffectual condition of counseling with regard to women and motivation. This study, sponsored by the Office of Education, set out to investigate what factors at home and at school contributed to maximum motivation for boys and girls. It concluded that, "Effects to increase motivation, such as special counseling and teacher attention, appeared to have little long-range effect on girls, whereas these same efforts seemed to have an immediate and relatively long lasting effect on boys." The traditional methods of educators just are not getting the job done for girls.

When Caroline Bird looked at the present status of women, she stated that if change were to occur, "the change would have to start with retraining vocational guidance counselors who now have the embarrassing job of preparing girls for the limitations of the job market." Her faith in the ability and influence of counselors is remarkable! I, too, would like to believe that counselors have the ability and influence to make such a difference, but if counselors are to do so they clearly must become more innovative in regard to programs and techniques for counseling women.

Essentially, I am reiterating an old criticism made of counselors: Counselors, as a group, tend to be passive when confronted with social issues requiring innovation. I do not understand the reasons for this lack of creativity—though I have thought about what the reasons might be. I have already dismissed a number of explanations—that counselors are unaware of significant social issues· that counselors are lazy and irresponsible; that counselors are too overworked or too disinterested to be creative; or that creativity is not part of the job description of the counselor. Yet most of the counselors I have met have been able and concerned. These are more likely explanations:

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Counselors frequently become so overwhelmed by the fascinating task of "completely understanding" the social issue that they spend all their time collecting the data and never get to any action phase for dealing with the problem. Inactivity and passive understanding are overly reinforced in too many counselor training programs. Counselors in training are consistently reminded of the importance of listening and analyzing. While these are important skills for every counselor to cultivate, he must at some point have more to offer than a willing ear, a comfortable chair, and a sagacious reflection. Yet all too often counselors are seduced into roles that involve only listening, observing, and understanding. These skills alone can help some clients but are certainly insufficient for dealing with major social and professional issues.

This tendency to inactivity is further reinforced by the somewhat delicate nature of some counseling relationships and by the counselor's desire not to play god. Because of the intimate relationships that counselors develop with clients, counselors are warned not to impose their values on clients, not to make decisions for clients, not to misuse their influence. While such self-control may often be appropriate for dealing with individuals, the same control is disastrous when applied to social issues. The counselor's modest question, "Who am I to tell others what should be done?", results in no program planning, no creativity, and no innovation when it is generalized from a reaction-to-clients to a life-style,

Furthermore counselors have traditionally been taught to respect each individual as unique. Once again, such an attitude is to be commended, but I sometimes wonder if we do not concentrate on individual differences almost to the exclusion of basic individual similarities. I cannot help but compare the way man is presented by the insightful poet or novelist with the usual case study presented by the counselor. Naturally, one does not expect the counselor to write as well as the professional author, but shouldn't there be an equal awareness of the universal qualities of human experiences? Writers seem so much more comfortable than counselors when describing ideas and feelings of universal import. Writers can somehow balance the particular as well as the universal nature of one individual with his membership in specific groups who share common experiences which are common to a defined class, but counselors are accustomed to thinking about how each person's response is unique rather than how it is similar to the responses of others.

A last reason — and one of high priority for the people at ERIC/CAPS — is that all too often counselors are not trained in the techniques of gathering and utilizing research to facilitate program planning. These skills are perhaps the most crucial in responding to social issues, yet the process of learning these skills becomes more demanding daily.

Technology and a rapidly expanding knowledge base have combined to make knowledge utilization a rather sophisticated discipline in its own right. The counselor, however, cannot be expected to design the innovative programs demanded unless he is familiar with the research relevant to the problems.

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I am suggesting that the counselor who wishes to be an advocate of women's full development must overcome his personal of professional passivity and modesty, must be able to think about women as a group as well as individually, must become familiar with a growing body of literature describing the psychology of women and her changing role in society, and must be able to utilize this expertise for program planning as well as individual counseling.

I suspect that many of the accusations against counselors made in the Women's Liberation Movement have some basis in reality. Counselors probably reflect many of the values prevalent in society — and many of those values are not supportive of women developing an optimal level of competence and self-esteem. I cannot believe, however, that counselors would deliberately sabotage a woman's self-concept as some of the more radical women's groups have intimated. The counselors in the field, no doubt, vary both in how aware they are of their sex role biases and in how much they are going to let those biases influence their counseling behavior. I would suggest that the majority of counselors make an honest attempt to treat all people individually and try not to let a client's sex assume any unrealistic importance. Most counselors try to regard sex as only one of the many important variables to be considered, but I suspect counselors are more guilty of underestimating rather than overestimating its importance.

The research suggests that there are definite behavioral differences in males and females when viewed as groups (there is, however, more variation within groups than between groups), and that these differences are genetically and physiologically determined. This is not to dispute the fact that society expands and embellishes these differences to a degree that is probably unhealthy for both males and females. Given the same stimulus, however, males and females will react quite differently. Treating males and females exactly alike may not be the panacea many women in the movement have suggested. At this particular point in time, Ogden Nash's poem has meaning for counselors. Counselors probably err more by ommission than by commission. It is not so much that counselors try to put women down; they fail by not pushing women up.

Essentially I believe the counselor fails to be truly supportive of women when he does **not** do the following:

(1) Recognize the changing roles of women in American society.

The roles of women in American society are rapidly changing. Already one American family out of nine is headed by a woman. 42 percent of all women work, and projections into the future indicate that nine out of ten girls now in school will be employed in the future. Most of those women who will work will do so because they have to have the income. The girls being counseled today may be living and working in a society which is quite different from the one in which we are living. The youth culture already is not accepting of traditional roles, and the needs of society suggest that both women and men must modify traditional roles considerably to be effective in the future. It seems to me that counselors err if they counsel females in such a way as to encourage conformity to present society when future society is likely to be much less supportive of traditional roles and much more supportive of a number of alternative and combination roles for women. Each counselor must decide how supportive he can be of the changing roles and act accordingly.

(2) Recognize and evaluate his own sex-role biases.

Counselors have always argued that having self-knowledge is a large part of being an effective counselor. Yet, I suspect that until very recently few counselors have really begun to examine their biases about masculinity and feminity. Certainly the counselor's biases about the roles which are appropriate for women are going to affect his interactions with female clients. If a counselor believes that woman's major role in society is that of wife and mother, he is much more likely to counsel women into those vocations which he sees as compatible with her major role. While some counselors may view almost all occupations as compatible with the major role of wife and mother, their numbers are probably not large. Furthermore, there are still the subtle pressures that tell the female client that she must view the traditional role as the major one. Most people have favored images of what constitutes feminine or masculine behavior. How does a counselor react when females indulge in behavior which the counselor defines as unfeminine? For example, if a counselor is highly accepting of the traditional females stereotype, it seems very likely that he would be more accepting of female dependency, passivity, and conformity than he might be of the same behavior in the male. How might the counselor react to an assertive, competitive, or aggressive female if he finds those qualities unfeminine? Would the counselor view independent achievement as equally important for females and for males? How does he view the woman who says she does not plan to have children or who plans to have children but does not intend to stay home when the children are small? Why is it that so often only the woman is asked to be concerned about how her career plans can be made compatible with her plans to have a family? The implication that the family is more important is subtle but clear — women notice what is being made compatible with what. Women notice if the counselor refers to successful females as "attractive and personable" and to successful males as "intelligent and ambitious."

(3) Develop some level of expertise with the growing body of recent research on sex differences and on the psychology of women.

As Dr. Bardwick points out, few people even acknowledge that conflict exists in the traditional role of women — what is advertised and what is reality have little in common. Also implicit in the modern presentation of the traditional role is a dependence which all too frequently verges upon the pathological. Any high school counselor who really listens to high school girls cannot fail to be aware of their frustration. How many high school girls claim that they plan never to marry while simultaneously making every effort possible to attract any male that wanders near? How many view their mothers with little compassion and express strong desires not to end-up resembling their mothers? For many young girls, their lifelong expectation and their greatest fear is the same — some young man will marry them and take care of them. Somehow these girls, young and unable to verbalize that which is both their greatest fear and fondest hope for the future, sense the danger of the kind of dependence that turns marriage into a death grasp rather than a living connection. Few counselors are presently able to honestly discuss the ambivalence of the traditional role with these young girls. A counselor who is concerned about women should be able to help these girls explore and verbalize those feelings which are so much a part of the experience of all adolescent girls in our culture; the counselor must do much more than that if he is to be of any real help to women. I think the counselor must be deliberately confronting with girls in ways which are not entirely compatible with much of his traditional training.

I think females need to be actively pushed to seek what Bardwick calls "independent measures of self-esteem," that females need to be confronted when they harbor unrealistic visions of the

traditional role and their own futures, and that females must be encouraged to explore the nebulous routes to self-esteem which involve varieties of multiple commitments. Essentially the counselor must design some program that tells women about women.

There would be some restistance to such a program, particularly from those girls who would be most likely to benefit from it. Those girls who approach their futures most passively, who have no realistic conception of the traditional role, who have no vocational plans or skills, and who have little belief in their own ability to influence the direction of their lives will have the greatest vested interest in the American dream. (It may also be these same women who will most likely end up in the work force because of financial necessity.) Such girls hope to marry some upwardly mobile young man who will rescue them from a dreary and unproductive existence and provide them with both material goods and a reason for living.

These girls are not going to be entirely happy to be told by a counselor that to be pretty and passive is not going to be sufficient — although at some level most girls have known all along that more was needed. These girls will not all be anxious to endure the risks involved in developing alternatives to the traditional roles, particularly when there are so few good role-models in present societ.y. The counselor must seek methods and programs which will make it easier for girls to develop healthy levels of both dependence and independence.

The counselor, for example, must find ways to offer more support for female deviance from stereoptypic interests, attitudes, and behavior. The research on atypical women indicate that they received both support and encouragement from significant people in their lives.

At the same time that the counselor is supporting deviance, he must also be supportive of those qualities, interests, and activities of females which have not been sufficiently valued in our society— often just because of the association with feminity. Study after study documents the fact that an interest or activity frequently is devaluated just because it is considered feminine. Women should never have to feel guilty for enjoying feminine activities.

Counselors who want to help women develop healthy levels of self-esteem have a diffcult job ahead of them. Because society has given women a conflicting message, the female motivation pattern is frequently quite different from that of the male. Achievement motivation in men has been studied for years but similar studies with women have produced conflicting results. Recently Matina Horner has traced the source of this confusion. She explains how in our society men are unsexed by failure and women seem to be unsexed by success. Unusual success for a female leads to fears about one's femininity and to fear of social rejection. Matina Horner has named this variable in the female motivation pattern the "fear of success." Her studies of achievement motivation clearly indicate that females may require a kind of supportive structure very different from that of the male. She cites the research that shows that women who have high motivation to avoid success will not fully explore their intellectual potential when they are in a competitive setting — especially if males are involved in the competition. Optimal performance is only possible for such women in achievement situations which are noncompetitive. Obviously the counselor must consider this problem if he intends to encourage more exploratory behavior on the part of females. Counselors must work to decrease the negative feelings women experience when they are in competitive situations and also try to find techniques by which women can explore their interests and abilities without getting involved in highly competitive situations.

If counselors are going to design programs which meet the needs of those women who live and work in a society likely to be less rewarding of the traditional roles than the present one, the counselor must have some familiarity with that literature which describes the psychology of women. This knowledge is as essential to the development of innovation and effective programs for women as the counselor's desire to help women and the conviction that the world is ready to accept women who have the audacity to believe that they too have something to offer. ●

A longer and more comprehensive paper on the new role of women, including implications for new counseling approaches is being developed by CAPS as an outgrowth of a presentation at the APGA Convention in Atlantic City on "The Counselor and the Feminine Protest." The presentation was given by James Duffy, Jean Furniss, Marlene Pringle, and Garry Walz.

Watch for the announcement of this publication in the next issue of CAPS Capsule!

BIBLIOGRAPHY

women

Now that you have read the main articles on "The Counselor and the Feminine Protest," we hope you will want to pursue the subject further. The following bibliography is provided in support of the articles, and also to aid you to read further on the subject of counseling for women.

(Documents that provide an ED number in these references are available in microfiche or photo copy reproduction from the ERIC Document Reproduction Service. To order, read the instructions inside the back cover.)

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Astin, Helen S. PERSONAL AND ENVIRONMENTAL FACTORS IN CAREER DECISIONS OF YOUNG WOMEN. FINAL REPORT. Washington, D. C.: Bureau of Social Research, Inc., 1970. ED 038 731 MF-0$65 HC-$3.29 85P.

Post high school experiences were the best determinants of career outcomes. Educational attainment and marital-familial status best predicted whether women would choose careers in the professions or be housewives and office workers. Of the personal variables, scholastic aptitude and socioeconomic status as well as early choices, were the best predictors. However, different clusters of characteristics were predictive of different outcomes.

Bardwick, Judith M. THE PSYCHOLOGY OF WOMEN: A STUDY OF BIO-CULTURAL CONFLICTS. New York: Harper and Row, 1971.

An integration of biological, psychological, and medical data to explain the origin and developments of sex differences. Viewing the development of a person's identity as inextricably linked with, but not wholly dependent upon, the sex role, the author describes the unfolding of masculine and feminine characteristics; their origins in the endocrine and central nervous system; their socialization; their relation to ego development, self-esteem, productivity, and creativity; and their function in traditional roles and work roles.

Bardwick, J., Horner, M. Douvan, E., and Gutman, D. FEMININE PERSONALITY AND CONFLICT Belmont, Calif.: Brooks/Cole Publishing Co., 1970.

Four essays describing the psychological development of women: sexual identity, ego styles, motivation, and conflict.

Below, Helen Irene. LIFE STYLES AND ROLES OF WOMEN AS PERCEIVED BY HIGH SCHOOL GIRLS. Indiana University, 1970. Available from University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (MF - $3.40 Xerography - $11.85, 284P. Order No. 70-7424).

This study was designed to investigate the role perceptions and expected life styles of high school freshmen and senior girls to determine whether there is a relationship between their stated life styles and role perceptions and (1) year in school, (2) educational expectations, (3) academic aptitude, (4) socioeconomic background, (5) educational background of the mother, and (6) present employment status of the mother. The relationship between stated life styles and role perceptions was also studied. A further purpose was to determine whether high school freshmen and senior girls view their future roles as women in a traditional or an egalitarian way.

Elman, Judith; and Others. SEX-ROLES AND SELF-CONCEPTS: REAL AND IDEAL. Cambridge, Mass.: Radcliffe Institute; Worcester, Mass.: Clark University; Holy Cross College, 1970. ED 043 073 MF-$0.65 HC-$3.29 10P.

Males' and females' conceptions of ideal men and women in relation to their perceptions of sex-role stereotypes and their self-concepts were investigated. The following hypotheses were supported by the results obtained: (1) ideal males and females are seen as more similar than typical males and females; and (2) one's self-concept is closer to his corresponding sex-role stereotype than to the sex-role ideal; one's ideal self is more similar to the sex-role ideal than to the sex-role stereotype. The findings showed that individuals are content with neither the sex-roles or with the relative position of self with respect to the sex-roles as they are perceived at present.

Entwisle, Doris R., and Greenberger, Ellen. A SURVEY OF COGNITIVE STYLES IN MARYLAND NINTH GRADERS: IV, VIEWS OF WOMEN'S ROLES. REPORT NO. 89. Baltimore: Center for the Study of Special Organization of Schools, Johns Hopkins University, 1970. ED 043 918 MF-$0.65 HC-$3.29 31P.

The main focus of this paper is upon the acquisition of a few specific attitudes: Whether women should work; what kinds of jobs women should hold; and whether women are intellectually curious. Views of women's work role held by ninth-grade boys and girls in Maryland are sampled with respondents drawn from several residential areas chosen to typify segments of the U. S. population. Boys are consistently more conservative than girls. Although in general those of higher IQ hold liberal views, middle class boys of high IQ are the least liberal. Black children are less opposed than white children to having women working outside the home, but are just as conservative about having women holding men's jobs as other groups. The greatest differences between girls' and boys' views were found for middle class whites.

Farmer, Helen S., and Bohn, Martin J., Jr. HOME-CAREER CONFLICT REDUCTION AND THE LEVEL OF CAREER INTEREST IN WOMEN. Journal of Counseling Psychology, 1970, 17(3), pp228-231.

The study was an attempt to reduce home-career conflict experimentally by providing a measure of social sanction for professionally demanding career roles, and to measure the effect of this reduction on home and career interests. Results indicate that regardless of marital status, vocational interest can be raised.

Frankel, Phyllis Schwartz. THE RELATIONSHIP OF SELF CONCEPT, SEX ROLE ATTITUUDES, AND THE DEVELOPMENT OF ACHIEVEMENT NEED IN WOMEN. Northwestern University, 1970. Available from University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (MF-$3.55 XEROGRAPHY-$12.40, 273P. Order No. 70-55)

The findings suggest that goal oriented women, regardless of their age and stage in life, are predominantly comfortable with themselves and have reached a generally good level of personal adjustment. The valuing of self appears basic to the development of goal oriented behavior. Goal oriented women indicate greater feelings of self worth than do non-goal oriented women.

Friedersdorf, Nancy Wheeler, A COMPARATIVE STUDY OF COUNSELOR ATTITUDES TOWARD THE FURTHER EDUCATIONAL AND VOCATIONAL PLANS OF HIGH SCHOOL GIRLS. Purdue University, 1970. Available from University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (MF-$3.00 XEROGRAPHY-$8.00, 171P. Order No. 70-3887)

The present concern over secondary school guidance and counseling practices with regard to the emerging roles of women in the world of work requires continued serious attention. This study was an attempt to determine the attitudes of counselors toward the educational and vocational goals of high school girls and to determine the nature and extent of attitudinal differences among counselors.

Harmon, Lenore W. THE CHILDHOOD AND ADOLESCENT CAREER PLANS OF COLLEGE WOMEN. Milwaukee: Wisconsin University, 1970. ED 040 468 MF-$0.65 HC-$3.29 19P.

The findings suggest that women do not make many or varied early choices, and that their later choices, although more varied may be restricted to typical women's fields.

Hawley, Peggy. THE RELATIONSHIP OF WOMEN'S PERCEPTIONS OF MEN'S VIEWS OF THE FEMININE IDEAL TO CAREER CHOICE. San Diego: San Diego State College, 1970. CG 006 111 MF-$0.65 HC-$3.29 50P.

A total of 136 women students: math science majors, counselors-in-training, and teachers-in-training, were subjects in this study concerned with the relationship between women's career choice and their perception of men's views of the feminine ideal. As predicted, women's perceptions of men's views of the feminine ideal were differentially related to the careers for which they were planning. Women in career areas traditionally considered masculine (math science) were most concerned with men's approval. Teachers-in-training tended to be more home-centered than job-centered. Counselors-in-training seemed to be less governed by their husband's wishes than either of the other groups. The math science subjects were more nonconforming in their choice of careers while counselors were more non-conforming in regard to their husband's choice.

Heilbrun, Alfred B., Jr. TOWARD RESOLUTION OF THE DEPENDENCY PREMATURE TERMINATION PARADOX FOR FEMALES IN PSYCHOTHERAPY. Journal of Consulting and Clinical Psychology, 1970, 34(3), pp382-385.

Paradoxical behavior of dependent females tending to leave psychotheray prematurely has been linked to the initial tendency of male therapists to be nondirective with females.

Lanza, Ernest R. AN INVESTIGATION OF VARIOUS ANTECEDENTS OF SELF ESTEEM AS RELATED TO RACE AND SEX. Ball State University, 1969. Available from University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (MF-$4.00 XEROGRAPHY-$11.70, 259P. Order No. 70-15,406).

Students with high self-esteem: (1) have mothers who are high in self-esteem, emotionally stable, adequate in their view of themselves as mothers, pleased with father's child rearing practices; (2) have fathers who are more stable in their employment; (3) have parents who appreciate academic achievement in their sons; and (4) view parents punishment as being effective. Students with low self-esteem: (1) have mothers who are low in self-esteem; (2) have parents who appreciate academic achievement in their sons, and have had previous marriages; and (3) do not view themselves as popular persons.

Maccoby, Eleanor (Ed.) THE DEVELOPMENT OF SEX DIFFERENCES. Stanford, Calif.: Stanford University Press, 1966.

An authoritive synthesis of the literature on sex differences.

McGowan, Barbara, and Liu, Phyllis Y. H. CREATIVITY AND MENTAL HEALTH OF SELF RENEWING WOMEN. Measurement and Evaluation in Guidance, 1970, 3(3), pp138-145.

Scores of 168 women on the Personality Factor Questionnaire revealed they were highly intelligent and creative as compared with the standard for adult women. Factor direction suggested that self renewing women as a group might be described as "self sufficient extroverts," in contrast with Cattell's description of creative people as "self sufficient introverts." Self renewing women appear to function within a productive range of psychological health.

Owens, Louise H. TOWARD MORE MEANINGFUL COUNSELING WITH WOMEN. Washington, D. C.: American Personnel and Guidance Association; San Francisco: Veterans Administration, 1970. ED 040 407 MF-$0.65 HC-$3.29 9P.

The document is concerned with women's failure to plan some reasonable occupational program, the lack of which places increasing pressure on the couselor and the female counselee. The report discusses some research on femininity: (1) how women adjust to the social norm; (2) how women describe the ideal woman; and (3) how women see themselves (self image). Age groups from 25 to 54 are considered and differences between them are noted. Also included are suggestions to be applied by the counselor.

Pietrofesa, John J., and Schlossberg, Nancy K. COUNSELOR BIAS AND THE FEMALE OCCUPATIONAL ROLE. Detroit: College of Education, Wayne State University, 1970. CG 006 056 MF-$0.65 HC-$3.29 13P.

The inferior position of women in the world of work is discussed as a backdrop for this study which sought to test the hypothesis that counselors are biased against women entering a "masculine" occupation. A coached female counselee, portraying a college junior who is having difficulty deciding between teaching and engineering, was privately interviewed by 16 male and 13 female counselor trainees at Wayne State University. All interviews were taped and then rated for their apparent bias by: (1) a male graduate student in counseling and guidance; (2) a male counselor educator; and (3) a female college professor. Results indicated that counselor bias exists against women entering a "masculine" occupation. Female counselors displayed as much bias as males. Implications are discussed.

Safilios-Rothschild, Constantina. THE INFLUENCE OF THE WIFE'S DEGREE OF WORK COMMITMENT UPON SOME ASPECTS OF FAMILY ORGANIZATION AND DYNAMICS. Journal of Marriage and the Family, 1970, 32(4), pp681-690.

This study examines the relationship patterns among families with wives who have a high work commitment (HWC) and those who have a low commitment (LWC). The former perceive themselves as having more freedom in and out of the home, and being the major decision maker. The latter feel more restricted, and make decisions jointly with their spouses.

Steinmann, Anne, and Fox, David J. ATTITUDES TOWARD WOMEN'S FAMILY ROLE AMONG BLACK AND WHITE UNDERGRADUATES. Family Coordinator, 1970, 19(4), pp363-368.

The self perceptions and ideal women of black and white women were slightly self achieving. White women as in previous samples said men prefer a home oriented woman. Black women, however, felt men wanted a woman balanced between home and career aspirations, and black men agreed. White men also delineated a balanced ideal woman unlike what white women believed.

Watley, Donivan J. CAREER OR MARRIAGE? A LONGITUDINAL STUDY OF ABLE YOUNG WOMEN. VOLUME 5, NUMBER 7. Evanston, Ill.: National Merit Scholorship Corp., 1969. ED 035 010 MF-$0.65 HC-$3.29 21P.

The educational and career field aspirations of groups differed; and those seeking an immediate career scored higher on scholastic ability tests than those who either planned no career or who planned to delay entering.

Weis, Susan J. F. SELF ESTEEM AND SELF IMPLEMENTATION IN ROLE SALIENCY OF WOMEN. Pennsylvania State University, 1970. Available from University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (MF-$3.00 Xerography-$9.00, 196P. Order No. 70-7245)

The data provided significant evidence that greater role saliency coincides with greater esteem and lesser saliency with lower self esteem. It appears, therefore, that role saliency is a factor in attaining psychosocial status.

FOCUS ON COMMUNITY COLLEGES

by Ralph W. Banfield

ACCOUNTABILITY *was the theme for the 1971 Annual Convention of the American Association of Junior Colleges (AAJC) held in Washington, D.C., February 28 to March 5, 1971.*

Student personnel services and the effectiveness of our programs are a continued concern of community college administrators, trustees, and student personnel. Continued input by the federal government of funding makes it imperative that our effectiveness be measurable.

In 1965, under a grant from the Carnegie Corporation, Dr. Max Raines, at that time Dean of Students at Flint Junior College, surveyed the student personnel programs over the country. His survey provided information that suggested more than 75 percent of the programs were nothing more than paper programs, without nearly enough staff or finances to begin to do the job.

In recent months, as a follow-up to Dr. Raines study, the Esso Education Foundation has awarded a grant to AAJC to study the current status of student personnel services in a selected sample of two-year colleges.

The project director is Jane E. Matson, who is on a sabbatical leave from her position of professor of education and coordinator of the graduate training program in junior college student personnel work at California State College Los Angeles.

The procedures of the study will include a questionnaire sent to the chief student personnel administrator of each two-year college seeking information about its program of student services. Another part of the study will involve visits to a selected group of community and junior colleges to explore in some depth the implementation of the student personnel function. Colleges to be visited will be selected on the basis of a number of criteria, including size, geographical location, age of institution, urban/rural, system of governance, multilocation district, etc. The most important criterion will be the presence of innovative, unusual, and successful practices in the student personnel area. A third facet of the study will review pre-service and in-service training programs specifically directed toward two-year college student personnel workers that have been developed by four-year colleges and universitities.

Among the anticipated outcomes of the study are: (1) a current assessment of the role and status of student personnel services in two-year colleges; (2) identification of trends in organizational patterns, staffing standards, and implementing procedures as related to varying dimensions of two-year colleges; and (3) guidelines for the preparation and development of professional and paraprofessional personnel to carry out student personnel functions in two-year colleges.

DID YOU KNOW . . .

Earlier this year I indicated that a special interest group in junior/community college research was being established within the American Educational Research Association (AERA). Since that time a great deal of discussion and questioning has been done. In January, 1971, four regional meetings were held to develop a set of functional guidelines. At the AERA convention in New York City in February, the entire special interest group met as a steering committee for planning.

The following excerpts are from the March 4, 1971 steering committee meeting. Dr. James Trent is chairman.

Objectives:

1. *Stimulate and offer a platform for research on the junior college.*
2. *Paper sessions at AERA.*
3. *Communication meeting at AERA.*
4. *Dissemination of research findings.*
5. *Dissemination of methodologies.*
6. *Consultative service by committee (travel and expenses provided, consulting service free) on the following:*
   a. *Research designs at institutions*
   b. *Review proposals for research*
   c. *Research note on articles in standard periodicals*
   d. *Work session at AERA and other meetings*
   e. *Clearinghouse of needed projects and research areas for graduate students*
   f. *Presession on junior college research*
7. *Maintain a flow of reasons for the research being proposed or conducted to stay in the focus of the faculty and administrators involved.*

Dr. Trent's address is:

Dr. James Trent
Room 320, Moore Hall
University of California at Los Angeles
Los Angeles, California 90024

The Office of Education has approved the following institutions, short-term training programs, and special projects submitted under Part E of the Education Professions Development Act (EPDA) to meet critical shortages of higher education personnel and to improve the qualifications of college and university teachers and other personnel.

* UNIVERSITY OF HARTFORD, West Hartford

INSTITUTE FOR COLLEGE COUNSELORS OF MINORITY AND LOW-INCOME STUDENTS

July 12 - August 20, 1971, 40 participants, 2 yr. and 4 yr., in-service and pre-service

DIRECTOR: Dr. Edward W. Pepyne
Associate Professor of Counselor Education
University of Hartford
200 Bloomfield Avenue
West Hartford,
Connecticut 06117
(203) 523-4811 Ext. 631

* SANTA FE JUNIOR COLLEGE, Gainesville in cooperation with:

California State College, Los Angeles
Dallas County Junior College District
Forest Park Community College
Brookdale Community College
Peralta Community College District
Seattle Central Community College
College of Alameda

SIX SHORT-TERM TRAINING PROGRAMS FOR JUNIOR COLLEGE STUDENT PERSONNEL WORKERS

October 11, 1971 - May 19, 1972, 108 participants, 2 yr. and Technical Institutes, in-service

DIRECTOR: Dr. Jane Matson
Professor of Education
California State College at Los Angeles
5151 State College Drive
Los Angeles,
California 90032
(213) 224-2015

* ELIZABETH CITY STATE UNIVERSITY, Elizabeth City

PREPARING COUNSELORS AND INSTRUCTORS FOR UNDERACHIEVING COLLEGE STUDENTS

June 14 to July 23, 1971, 40 participants, 2 yr. and 4 yr., in-service and pre-service

DIRECTOR: Dr. R. M. Edwards
Chairman, Department of Education
Elizabeth City State University
Parkview Street
Elizabeth City,
North Carolina 27909
(919) 335-0551, Ext. 318

* CLEVELAND STATE UNIVERSITY, Cleveland in cooperation with:

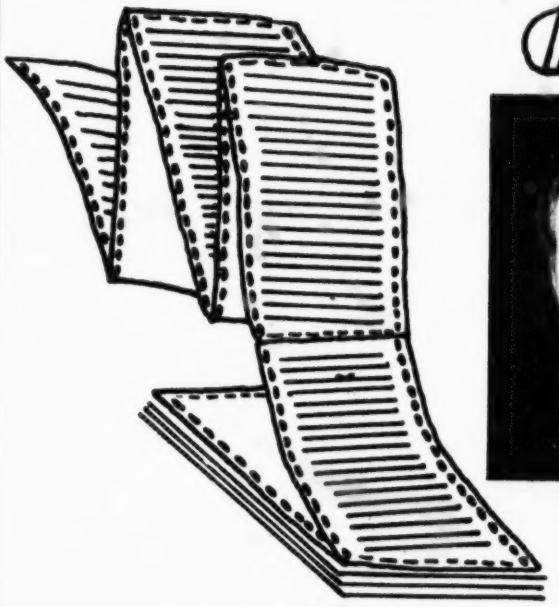
Cuyahoga Community College

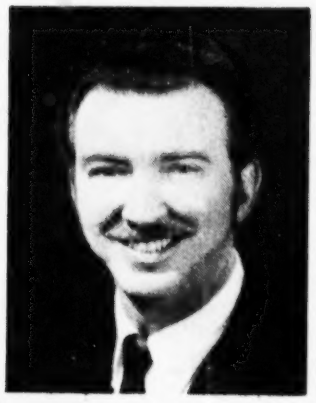
PREPARING COUNSELOR INSTRUCTORS FOR UNDERACHIEVING COLLEGE STUDENTS

July 1, 1971 to June 30, 1972, 40 participants, 2 yr. and 4 yr., in-service and pre-service

DIRECTOR: Dr. Alfred Livingston
Executive Vice President
Cuyahoga Community College
2123 East Ninth Street
Cleveland, Ohio 44115
(216) 241-5966

Director's Print Out





The New Professionalism

There is evident today in many discussions of counselors consideration of what has become known as a "new professionalism". Though not a well developed concept, or one that has the same meaning to all who use it, it does appear to be characterized by two major emphases. The first emphasis is a reactive one, a seeming discontent and questioning of what has been known as "professionalism." Basic to the questioning is a feeling that professionalism and professional groupings have been self-seeking and working for their private interests rather than the public interest. Elevation and perpetuation of the status of the in-group have been seen as more important than a concern for societal needs. To me there is a feeling of betrayal of trust by the public which established the group as professional and which granted them special privileges in the admittance of new members and the on-going determination of ethical and appropriate behavior.

A second emphasis can probably be best characterized as a number of new dimensions to professionalism which some feel are necessary if professionalism is to continue to have meaning and importance in our society. There are probably five dimensions which are most frequently mentioned: (1) greater relevance and responsiveness; (2) lessened territoriality; (3) an activist and outreach orientation; (4) specific performance expectations; and (5) reduced emphasis on credentials.

1. Greater Relevance and Responsiveness—*To many people the sine qua non of meaningful professional behavior is an ever present attention to and concern for urgent social problems. It is here and now concern for responding to what are the problems and concerns which preclude people from living the lives they have the potential for. It is especially doing something now about those problems that are here with us at this moment in time. Relevance is defined as both awareness of what the problems are, as seen by those who are experiencing them, and mobilizing resources to do something about them.*

2. Lessened Territoriality — *The new professionalism has pointed a large finger at what is regarded as the "narrow and provincial behavior of professionals" which leads to establishing "territories" of responsibility with the concomitant feeling of woe to he who transgresses the territory of another professional. Professional behavior, in this sense, is seen as a negative force working against the broadening and redefinition of professional behavior. The hope of the new professionalism is that there will be a greater permeability between "territories." Also, that linkages and collaboration between people in the helping professions will increase so that the boundaries between professional specialties will blur and be replaced with new definitions emphasizing the means of more effectively utilizing the talents of a wide range of helping persons.*

3. An Activitist and Outreach Orientation — *Traditionally counselors have been seen as individuals who are primarily office bound. They respond to that which is brought to them. They are seen as available, rather than seeking out. The "new professionalism" is emphasizing the importance of counselor outreach, of an activist orientation which leads the counselor to go where the action is and provide services where the need is. Basic to this approach is a psychology of turf. The basic concept here is that it is difficult (if not impossible) for many people to relate to the helpers in an "alien climate" which they perceive as essentially hostile and oppressive. Perhaps most importantly this approach sees the counselor as one who shows his humaneness by his initiative and mobility in responding to both environmental conditions and concerns that are debilitating to humans.*

4. Performance Expectations — *Along with a greater humaneness is an almost contradictory emphasis on accountability and performance. The invisibility of a professional and his work and the lack of any clear-cut standards of quality has made it difficult, if not impossible, for a societal monitoring of professional quality. With increased participation of the federal government in programs, there has been a demand for the means to know when what was promised was actually delivered. Therefore, the new professionals are asking for performance objectives by which the outcomes of both persons and programs may be viewed and evaluated.*

5. Reduced Emphasis on Credentializing — *If there is a new emphasis on performance and response to present needs now rather than in the future, the corollary thought is that one can dispense with all the previous attention devoted to insuring that only those who have the "proper" credentials can help. The focus will be on performance rather than credentials. This approach will open up the means of entry into a helping area and will avoid the vicious circle of hindering assistance because a person was not trained or that he cannot be trained because he doesn't have the appropriate prerequisite credentials.*

* * *

Implicit in the rationale for the "new professionalism" is the view that professionalism and professional associations, as we have known them, have been more effective in preserving the what is than in preparing people for the what to do. Members of population subgroups—the culturally different, women, and youth—have publicly criticized professional groups for their inattention to and ineffectiveness in responding to their group needs.

In particular professional groups have experienced difficulty in both the dissemination and the utilization of innovations and new knowledge. To a large extent, professional groupings have relied upon journals and conventions as their means of facilitating disseminations and utilization. These are necessary, but hardly sufficient means. Nonetheless, many professional groups have responded to the need for new procedures and new ideas with a multiplicity of new journals. It is almost as if the rational was that helping professionals could "read their way" out of their dilemma. The answer seems to be that more information similar to that which is already available will resolve the concerns of most counselors.

In my judgment there is a need for professionals and professional groups to assume a "new look." Clearly, many counselors have inadequate linkage with information systems that can deliver the kind of innovations and new knowledge which a present-day counselor must have. The change in our social climate and the change in the populations we deal with demand that we operate from a continuing renewal and reconceptualization of counseling. It is both unrealistic and undesirable to expect that counselors can renew their professional behaviors on their own. A systematic means is needed that can regularly renew and update counselor behavior. Such a means now exists for those who wish to implement it. In my next column I will detail the development of a self-renewing counselor knowledge utilization system—or how to be with it without really trying.

Gary R Walz

CAPS PUBLICATIONS

New Publications Offered in the Coming Year

- ✔ A NEW CAPS Capsule
- ✔ A Journal
- ✔ A News Sheet for School Counselors
- ✔ An Annual
- ✔ Proceedings
- ✔ A Monograph

In the "Director's Print Out" of our Winter Issue of **CAPS Capsule,** Dr. Walz introduced you to our publications program for the coming school year. In this section, we'll take a look at these publications and their goals for our user audience—YOU!

The most significant new function of our publications is the emphasis on the analysis of information. Not only do we want to keep you informed about new documents and other materials in the field of counseling and personnel work, but we also want to work in your behalf to make this information available to you in readily usable form.

The second new development in the publications area that you will notice is the institution of charges on the publications. The charges have become necessary to continue to offer the range of publications that we are able to produce. They are, however, based on the minimum possible costs to you, and we feel that you will still find them worthwhile at this minimal charge.

The following articles describe our new directions in publications. Take special note of our three new publications—a journal, an annual in guidance and personnel services, and a selective dissemination news sheet—and the new look of CAPS Capsule.

SPECIAL NOTICE

In order to trim our mailing list of all inaccuracies and rising mailing costs, we are asking your help in renewing your request for CAPS Capsule at this time. This is your last issue of CAPS Capsule UNLESS you fill out the ordering form on page 24.

While you're at it, check your choice of new CAPS publications as well.

CAPS Capsule

The new CAPS Capsule will continue to keep you informed on all the CAPS activities. It will be your newsletter for linkage to CAPS and the ERIC systems. New publications will be announced as they become available for distribution, and more newsy items will be included—announcements of new information sources of interest to counselors and personnel workers, briefs on current research, high interest documents, and so on.

In addition, we are interested in your participation. Brief, newsy articles of up to 250 words from our audience will be considered for inclusion. Selection will be made on the basis of newsworthiness and space available.

CAPS Capsule will be distributed free three times each school year to our general mailing list.

A Journal

The journal will take in the look that has been CAPS Capsule in the past. It will, however, assume a new role. Our response to the format of our expanded newsletter (CAPS Capsule at present) has been very encouraging.

In the future, we will expand it even further to include more of the kinds of articles you have seen—individual and group interviews, model programs, etc.—and also more contributions from outside sources, and reports on model programs and trend areas by the CAPS staff. The emphasis will be on areas of current or projected interest.

The journal will be available, beginning in September, on a subscription basis and will be published three or four times each year. The rate is $5.00 per year.

An Annual

Frequently, in our information analysis process, our specialists make note of certain areas in which a great deal of research has been done that has immediate, practical use for counselors and personnel workers. The Annual will be an extensive cumulation of reports and analyses of these clearly-identified areas, written by our staff and other area specialists outside our Center. It will also include an overview from the Center Staff with implications and applications drawn from the reports.

Watch for further announcements on this publication in the early fall.

Communique

Communique is our response to the situation we often encounter in gearing our coverage of materials to those that are of the greatest interest to the greatest number. It will be a selective dissemination news sheet.

This experimental publication will be directed to one particular facet of our audience—in the first year the audience will be school counselors. If the response is favorable, a second Communique will be initiated in another area within our audience.

The news sheet will be an alerting and informative brief that will identify key developments, research outcomes, and exemplary programs that have high utility for the specific audience.

It will be published three times during the school year, and will be available to school counselors at a subscription rate of $2.00 per year.

IPSI

IPSI's new look is the addition of a new section that gives trends and analysis of the materials that have arrived at ERIC/CAPS during the previous six-month period. IPSI will continue to index approximately 1500 entries in each issue.

The new section is the result of an extensive information analysis program that has been undertaken by the CAPS staff during the past year. Our staff specialists will be preparing review articles in their area of specialty, and will supplement the articles with documents which have particular significance for the practitioners in that area.

The new section will begin in Volume 4, Number 1 of IPSI, which will be available in the early fall.

IPSI will continue to be available at a charge of $9.00 per year for two issues.

Personnel Services Reviews

New papers, both in series, such as the one on the disadvantaged, and in single issues, will be added to our popular, concise Personnel Services Review papers.

As in the past, each paper will consist of a synthesis of models, generalizations, and implications, plus a bibliography in an area that has been targeted by our information specialists.

The cost of these papers will continue at $1.00 each.

Now Available

New Series Reports on Conference Proceedings

With the announcement of four new publications, CAPS introduces a new series in our developing list of products. The four publications initiate a series of papers which bring together the results of our efforts in the area of conference and workshop presentations.

Each of the papers gives a substantive review of the proceedings of various occasions that have been planned by the CAPS staff—frequently in response to invitations from professional associations and other groups. Through publication of the ideas generated, CAPS hopes to help spread the work that is developed for and in particular programs, making it available for additional use and reference.

The papers in the new Proceedings series are:

Proceedings: ERIC/CAPS at KPGA. (Keynote address and ERIC/CAPS presentation at the Kentucky Personnel and Guidance Association fall conference, in Lexington, Kentucky, on October 28 and 29, 1970)

Proceedings: ERIC/CAPS at Western ACES. (A report on a full-day workshop on "Images of Counseling in the Seventies" conducted at ACES in San Diego, on November 24, 1970)

These two papers are available in limited supply from the CAPS Center at a cost of $1.00 each. To order, see the Composite Ordering Form on the last page of this issue.

Proceedings: Strategies for Guidance for the Disadvantaged. (A full, substantive report of the invitational conference co-sponsored by ERIC/CAPS and the ERIC Clearinghouse on the Urban Disadvantaged in Ann Arbor, on January 28 and 29, 1970)

Proceedings: 1970 APGA Research Training Workshop. (A report on the pre-APGA convention workshops held in New Orleans on March 17-21, 1970, on the theme of "Utilizing Research in Counseling Programs.")

These papers are in process at the Center at this time. Watch for announcement of publication in future issues of CAPS Capsule.

New IPSI Available

Volume 3, Number 2 of the Integrated Personnel Services Index is now available from the CAPS Center. If you do not have a subscription, you may order now and receive all of Volume 3 (covering materials made available during **all** of 1970).

This issue marks a significant gain in the amount of time it takes our staff to process the information for your use in IPSI. The information in Volume 3, Number 2 covers materials made available in the period of July through December, 1970.

Copies of Volume 2 (1969) are still available at the regular subscription price of $9.00 per volume (2 issues). To order IPSI, please refer to the composite ordering form on the last page of CAPS Capsule. Be sure to check your request for Volume 2, 3, (now available), or 4 (available in the fall).

New Monograph to Provide Handbook On School Codes and Juvenile Laws

How can you as a counselor or personnel worker help a student who is brought before the juvenile court system? Does your school system seem aware of the current court decisions in the enforcement of school disciplinary policies? What rights is a student entitled to under the Constitution?

These are some of the questions that will be stimulated and answered concisely in a new monograph soon to be published by ERIC/CAPS. The monograph, "The Legal Rights of Secondary School Students," was commissioned by CAPS and written by Paul Piersma, Associate Director of the National Juvenile Law Center at St. Louis University.

In the monograph which is subtitled, "A Handbook for School Personnel," Mr. Piersma has outlined the significant court decisions and trends in the handling of students in school situations and in the juvenile courts over recent years. It will also include specific implications for school personnel, and, a model high school discipline code.

Watch for announcement of this publication in the next issue of CAPS Capsule.

CENTRAL ERIC PUBLICATIONS

Changes in CIJE

Several changes may be noted by those of you who make regular use of Central ERIC's monthly **Current Index to Journals in Education (CIJE)**. A new Journal Contents Index has been added. This index provides a quick survey of the contents of all journals reviewed by **CIJE**. The titles and entry numbers for all journal articles indexed for a given month are cited under each journal title.

Due to frequent changes in addresses and other subscription information, the listing of this information will be discontinued. However, CCM Information Corporation, which produces **CIJE**, will continue to provide subscription information upon request. (Their telephone number in New York is (212) 935-3088)

In addition, a new price schedule is in effect for subscriptions to **CIJE**. The prices are as follows:

Monthly (12 issues)	$39.00
Semiannual and Annual Cumulations	$40.00
Monthly, Semiannual and Annual	$74.00
Annual cumulation only	$29.50
Single copy	$3.50

CIJE is a valuable index which lists articles from over 500 journals in education and related areas. It is interesting to note that all entries that are listed in each monthly issue of **CIJE**—Author and Subject Indexes plus the Main Enty Section—are cumulated and appear in their entirety in the **CIJE** Semiannual and Annual Indexes. Thus, the single monthly issues of **CIJE** can be discarded when the cumulations are made available.

Subscriptions to **CIJE** are available from:

CCM Information Corporation
Box 689, FDR Station
New York, New York 10022

* * *

RIE ANNUAL INDEX: January-December 1970 citing 10,456 reports is now available at $6.00 a copy from the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402.

A new ERIC Document Reproduction Service Price Schedule is now in effect. Please check page 22.

These CAPS Publications Are Still Available

The following publications are still available in limited quantities from CAPS:

PERSONNEL SERVICES REVIEW: **Programs on Drug Use and Abuse.** November, 1970, 16P. ($1.00)

PERSONNEL SERVICES REVIEW: **Support Personnel in Guidance Programs.** November 1970, 14P. ($1.00)

PERSONNEL SERVICES REVIEW: **New Practices in Student Orientation.** March, 1971, ($1.00)
The Register to Improve Communicative Habits (RICH): A Directory. September, 1970, 164P. ($2.00)

A 25 percent discount is in effect on multiple orders of these publications. To order, see the Composite Ordering Form on the last page of this issue.

In addition, we still have copies of the following issues of **CAPS Capsule.** Single copies are free; multiple copies are available at 50 cents per copy.

CAPS Capsule: National Assessment of Educational Progress, Winter 1970, 24P.

CAPS Capsule: Peer Counseling, Spring 1970, 24P.

CAPS Capsule: A Look into the Future, Fall 1970, 24P.

CAPS Capsule: The Counselor in the Current Scene, Winter 1971, 24P.

Copies may be obtained by writing to ERIC/CAPS. Please indicate the number of copies desired and enclose payment or request billing.

New EDRS Price List

A new pricing schedule for ERIC microfiche and photo copy reproduction is now in effect. Please make note of this fact when ordering any ED-numbered documents from previous **CAPS Capsules** or other publications. All prices listed in previous publications are incorrect; however, new prices may be computed from the schedule below.

A feature of the new costs is the availability of any single document at a single price, without regard for the number of microfiche it occupies. The **price per title** is 65 cents. The new schedule for hard (photo) copy gives advantage to long documents, with a minimum price on any document of $3.29. The schedule for hard copy is as follows:

Number of pages	Cost
1-100	$3.29
101-200	$6.58
201-300	$9.87
Each additional 1-100 page increment	$3.29

In addition, the new address for ordering EDRS documents is:

ERIC Document Reproduction Service (EDRS)
LEASCO Information Products, Inc.
4827 Rugby Avenue
Bethesda, Maryland 20014

See the complete EDRS Ordering Instructions inside the back cover.

New Directions for U.S.O.E. Announced by Commissioner

Sidney P. Marland, Jr. was designated as the new Commissioner of Education in December of 1970 following a vacancy of six months in the top post at U.S.O.E. Dr. Marland cited four objectives for the Office of Education as he took office: (1) the restoration of public confidence of the American people in education; (2) the improvement of education for disadvantaged and minority groups; (3) concentration on research and development of education in the future; and (4) uplifting the "spirit of national concern" in the Office of Education.

Dr. Marland brings to his new assignment more than 20 years experience as an educational planner, consultant, and administrator of public school systems. Before his present appointment, Dr. Marland was president of the Institute for Educational Development (IED), a nonprofit educational research and development organization with headquarters in New York City. He joined the staff of IED as president in 1968 and took an active part in its programs relating to the evaluation of inner-city education, the changing role of school leadership, and relationships between the business community and the public schools.

Since joining U.S.O.E., Dr. Marland has announced plans to restructure the organization of the Office of Education to make it more responsive to the needs of education.

O.E. programs will be administered by a cluster of Deputy Commissioners for Management, External Relations, School Systems, Development, and Higher Education, as well as an Office of Special Concerns. Peter P. Muirhead has been appointed Executive Deputy Commissioner of Education. Mr. Muirhead was serving as Associate Commissioner for Higher Education at the time of his appointment and had served as Acting Deputy Commissioner in 1968 and 1969 and as Acting Commissioner in 1969.

The National Center for Educational Communication (NCEC), of which ERIC is a part, will operate under the Deputy Commissioner for Development, Dr. John R. Ottina. Dr. Ottina is former Chairman of the Board and President of Worldwide Information Systems and Chief executive officer of Computer Systems Division of King Resources Company. He has worked with development of educational training programs and computer-assisted instruction techniques among other things.

Childhood Education Booklets Available

As part of U.S.O.E.'s National Center for Educational Communication, the ERIC system contributed in various ways to the December, 1970 White House Conference on Children and Youth. A series of 33 booklets describing Model Programs in Childhood Education were developed for the Conference, and are now available from the Government Printing Office.

Programs in the series range from the preschool and kindergarten levels through the elementary level and emphasize reading and language development, day care, and early childhood education, community involvement, and individualized instructional techniques. Each booklet provides details about the purpose of the program; the children reached; specific materials, facilities, and staff involved, and other features such as community services, parental involvement, and costs.

A complete list of the booklets, including order numbers and cost (15 to 25 cents) is available from ERIC/CAPS.

CAPS CENTER ACTIVITIES

How Are ERIC Documents Selected?

One of the basic functions that CAPS fulfills as part of the ERIC information system is the acquisition and selection of documents for inclusion in the Central ERIC collection. ERIC provides a vehicle for making available fugitive materials. These materials are frequently presented in the form of speeches, conference reports, research reports, etc., yet have not been widely disseminated, and therefore were not available previously for use by persons other than those who generated them.

Each day, ERIC/CAPS receives documents to be reviewed for possible inclusion in Central ERIC's monthly journal, **Research in Education (RIE).** These documents come from individuals, projects, etc., throughout the counseling and personnel services field and other related areas of study. In short, we are interested in any unpublished materials, but primarily speeches, reports, models, instruments, and program descriptions.

Once the documents are received, they are screened by a document reviewer who is a subject matter specialist and has an on-going awareness of developments in the different fields for which CAPS has primary responsibility. Working from established guidelines, each document is reviewed and rated for possible inclusion in **RIE.** The following is an abbreviated version of the criteria used for evaluating documents.

One of the important considerations for selection of a document is its timeliness. Is the document current in terms of the work being done in the specific area with which it is concerned?

A second consideration is the thoroughness of the report or description. Is the methodology explicit? Are the procedures described adequately? Is the study replicable? Are adequate figures and tables included? Are references included? Is it writteen clearly?

The selection of documents for the ERIC system also is based on the inherent quality of the document. In the case of a program description: Are there stated goals? Are the needs the program was designed to meet presented? Is evaluative data provided or are future procedures for evaluation provided? Or in the case of a research report: Is the rationale for the research clearly stated? Is the nature of the research design appropriate and clearly stated? Are the results reported generalizable?

Selection guidelines at CAPS also call for an examination of comparative quality of the document. How does a specific document compare with other documents of a similar nature?

Innovativeness is a key consideration in the selection process. Does the document present a new treatment, idea, or application? Or an older treatment in a new framework? Does the document provide an addition to the knowledge base? An impetus for further reasearch or action? What about relevancy? Does the document concern emerging professional interests and trends? Does the document present "frontier" knowledge regarding interests and trends in the field? Is the document concerned with knowledge from other disciplines which are applicable to our field?

Finally, a document is reviewed for its comprehensiveness—both within itself, and as it contributes to the coverage of the entire field of counseling knowledge.

One additional factor is considered before a document review is complete: Is the document submitted a copy that is adequate for reproduction purposes? Most documents announced in **RIE** are intended to be available in microfiche or photo copy form from ERIC Document Reproduction Service, so the quality of the copy we receive is important.

If you wish to submit a document, bear in mind that all of the above criteria do not share equal importance in our selection process. We encourage you to let us be the judge.

Submit two copies, preferably accompanied by an abstract of 150 words, to the Assistant Director for Information Processing, ERIC/CAPS, 611 Church Street, Ann Arbor, Michigan 48104.

CAPS Cosponsors Conference On Small School Guidance

Counselors in rural settings face unique problems in the gaining and exchange of information for dealing with their special situations—a problem that can be a challenge to an information system such as ERIC. This was one of several conclusions reached at a recent working conference on "Guidance Needs of Rural Youngsters" held at Las Cruces, New Mexico. The conference was cosponsored by ERIC/CAPS and the ERIC Clearinghouse on Rural Education at Las Cruces (ERIC/CRESS).

The conference, held on January 18 to 20, 1971, brought together a group of persons from various small school settings and specialists from governmental agencies, along with representatives of the two ERIC clearinghouse staffs, to discuss the special concerns and trends of counseling in small schools and rural areas.

Among the problems discussed were the logistical aspects of rural settings, such as: financial problems; the need for administrative support in areas that do not have continual, direct contact with teachers and counselors; the facilitation of direct communication for in-service learning and sharing among fellow counselors; and the need for counseling support for education at all levels.

Other considerations had to do with the approach of the counselor, and the need of the students in rural and small school settings. It was noted, for instance, that in some ways rural education shares the concerns of urban education, e.g., in working with groups that are "culturally different."

ERIC/CAPS and ERIC/CRESS are now in the process of preparing a publication on the conference. Watch for an announcement in the CAPS newsletter.

Garry R. Walz (left) and Don K. Harrison (second from right) of the ERIC/CAPS staff join ERIC/CRESS staff member, Mrs. Betty Rose D. Rios, and Dr. William C. Cross of New Mexico State University during the recent conference cosponsored by the two clearinghouses.

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